



**Danson Primary School**  
**Person Specification for Teaching Assistant TA4 HLTA**

<b>Post: Teaching Assistant TA4 HLTA</b>			
<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>Identify</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Excellent numeracy/Literacy skills</li> <li>• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.</li> <li>• NVQ level 2 in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid at Work Certificate</li> <li>• Specialist skills/training in all curriculum learning areas</li> <li>• Other relevant qualifications (e.g. Foundation Degree in Education).</li> <li>• National Vocational Qualifications in Supporting Teaching and Learning.</li> <li>• Willingness to attend appropriate training courses to fulfil the functions of the post.</li> </ul>	Application
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Recent relevant experience of working with Primary age children.</li> <li>• Experience of supervising and teaching whole classes, ensuring pupil safety and access to learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience of working as a HLTA.</li> <li>• Specialist knowledge in a subject area for example English/Maths/Computing.</li> <li>• Specialist working in Key Stage 2</li> <li>• Specialist working in EYFS.</li> </ul>	Applicant & Interview
<b>Training</b>	<ul style="list-style-type: none"> <li>• Training in the relevant learning strategies, e.g. English and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid.</li> </ul>	Application
<b>Specific Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice/legislation.</li> <li>• Ability to work positively and sensitively with pupils.</li> <li>• Working knowledge and experience of implementing national curriculum/foundation stage curriculum and other relevant learning programmes/strategies.</li> <li>• Ability to deliver effective learning opportunities to groups of children of the relevant age and be able to adapt planning as necessary in order to meet the needs of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of positive behaviour management techniques.</li> <li>• An understanding of and commitment to equal opportunities for all pupils.</li> <li>• An understanding of child protection procedures in</li> </ul>	Application & Interview

	<ul style="list-style-type: none"> <li>• Understand the objectives, content and intended outcomes for the learning activities in which they are involved.</li> <li>• Know how to support learners in accessing the curriculum in accordance with the special educational needs and disabilities (SEND) code of practice and legislation.</li> <li>• Experience of planning and assessing using the relevant curriculum</li> <li>• Effective use of ICT support learning.</li> <li>• Effective use of ICT to support their professional activities.</li> <li>• Use of other equipment technology – video, photocopier.</li> <li>• Understand the key factors that affect children and young people’s learning and progress.</li> <li>• Ability to self -evaluate learning needs and actively seek learning activities.</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>• Ability to organise, lead and motivate a team.</li> <li>• Ability to supervise young children.</li> <li>• Enthusiasm, commitment and energy.</li> <li>• Approachability.</li> </ul>	<p>accordance with Keeping Children Safe in Education September 2021.</p> <ul style="list-style-type: none"> <li>• Experience of planning and assessing using the relevant curriculum.</li> </ul>	
<b>Skills</b>	<p><b>Planning and Expectations</b></p> <ul style="list-style-type: none"> <li>• Use their area(s) of expertise to contribute to the planning and preparation of learning activities and plan their role in learning activities.</li> <li>• Devise clearly structured activities that interest and motivate learners and advance their learning.</li> <li>• Plan how they will support the inclusion of the children and young people in learning activities.</li> <li>• Contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities.</li> </ul> <p><b>Teaching and Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Use effective strategies to promote positive behaviour.</li> <li>• Recognise and respond appropriately to situations that challenge equality of opportunity.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Use their ICT skills to advance learning.</li> <li>• Advance learning when working with individuals and small groups.</li> <li>• Advance learning when working with whole classes without the presence of the assigned teacher.</li> <li>• Organise and manage learning activities in ways which keep learners safe.</li> <li>• Direct the work, where relevant, of other adults in supporting learning.</li> </ul> <p><b>Monitoring and Assessment</b></p> <ul style="list-style-type: none"> <li>• Monitor learners' responses to activities and modify the approach accordingly and progress in order to provide focussed support and feedback.</li> <li>• Support the evaluation of learners' progress using a range of assessment techniques, contributing to maintaining and analysing records of learners' progress.</li> </ul>		
<b>Professional Attributes</b>	<ul style="list-style-type: none"> <li>• Have knowledge of safeguarding guidelines and practices</li> <li>• Have high expectations of children and young people with a commitment to helping them fulfil their potential.</li> <li>• To be able to communicate effectively with others.</li> <li>• Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.</li> <li>• Excellent organisational skills.</li> <li>• Demonstrate the positive values, attitudes and behaviour they expect from children and young people.</li> <li>• Communicate effectively and sensitively with children, young people, colleagues, parents and carers.</li> <li>• Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people.</li> <li>• To be able to work effectively as part of a team.</li> <li>• Improve their own knowledge and practice including responding to advice and feedback.</li> </ul>		Application & Interview

<b>Personal Circumstances</b>	<ul style="list-style-type: none"> <li>• Support all aspect of school life.</li> </ul>	Application & Interview
<b>Code of Practice on English language requirement</b>	<ul style="list-style-type: none"> <li>• Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary</li> <li>• Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation</li> <li>• Ability to listen to customers and understand their needs</li> <li>• Ability to tailor your approach to each conversation to be appropriate to the customer, responding clearly with fine shades of meaning, even in complex situations.</li> </ul>	Application & Interview